

CTESTAR™ Course Curriculum Cross-Walk by Task

Pathway
Human Services

Course
Law, Public Safety, & Security

Instructor
Del Zimmerman

Number
55555-23

Section
1

Host School
Saginaw Career Complex

PERSONAL MANAGEMENT AND EMPLOYABILITY STANDARDS

01.01 Demonstrate appropriate work habits and attitudes

01.01.01 Practice ethical, responsible, and professional behavior		
CES.5.1	Demonstrate regular attendance, promptness, and staying with a school/work task until satisfactory completion.	
CES.5.2	Complete assignments with minimum supervision and meet school/work deadlines.	
CES.5.3	Use mistakes as learning opportunities, demonstrate persistence and adaptability to change.	
01.01.02 Demonstrate regular and punctual attendance.		
CES.5.1	Demonstrate regular attendance, promptness, and staying with a school/work task until satisfactory completion.	
CES.5.5	Monitor and evaluate accurately one's progress towards a goal or completion of a project.	
01.01.03 Complete assignments with minimum supervision and meet school/work deadlines		
01.01.04 Apply principles of resource management and develop skills that promote personal and professional well-being		
CES.5.10	Demonstrate ethical behavior in school, work, and community situations.	
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.	
CES.6.6	Understand compensation practices and financial management and explain how financial resources can be used effectively and efficiently.	
01.01.05 Maintain consistent effort		
CES.5.1	Demonstrate regular attendance, promptness, and staying with a school/work task until satisfactory completion.	
CES.5.8	Prioritize and accomplish tasks independently.	
CES.5.10	Demonstrate ethical behavior in school, work, and community situations.	
01.01.06 Demonstrate respect for self, others, and the organization		
CES.5.10	Demonstrate ethical behavior in school, work, and community situations.	
CES.5.11	Describe employer-employee rights and responsibilities.	
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.	
CES.5.13	Demonstrate positive personal qualities as a group leader.	
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.	
01.01.07 Describe employer-employee rights and responsibilities		
CES.5.11	Describe employer-employee rights and responsibilities.	
01.01.08 Accept supervision and demonstrate continuous improvement towards one's goals in school and workplace settings		
CES.5.5	Monitor and evaluate accurately one's progress towards a goal or completion of a project.	
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.	
CES.5.8	Prioritize and accomplish tasks independently.	
CES.5.10	Demonstrate ethical behavior in school, work, and community situations.	

CES.5.11	Describe employer-employee rights and responsibilities.
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.
CES.5.13	Demonstrate positive personal qualities as a group leader.
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
CES.5.15	Understand how to make improvements and ask for help from adults as needed.
01.02 Develop a career plan and prepare for employment	
01.02.01 Investigate career options including entrepreneurship in Law, Public Safety, & Security	
CES.2.1	Understand and organize career information and labor market trends from a variety of sources (e.g., MOIS, computer data banks, the internet, interviewing experts and potential employers, mentorships, internships).
CES.2.4	Interpret information from a variety of career assessments to identify career interests and abilities.
CES.10.6	Apply career and labor market information to seek and obtain employment and/or pursue educational goals.
01.02.02 Examine both benefits and disadvantages of a career in Law, Public Safety, and Corrections	
CES.2.4	Interpret information from a variety of career assessments to identify career interests and abilities.
01.02.03 Match interests, abilities, and preferences to career opportunities	
CES.2.6	Continue the EDP process which includes an annual review with student and counselor and notification of parents.
CES.2.7	Include in the E/EDP a plan for continuing education, full-time paid employment, career training while working, and/or working while attending school full-time.
01.02.04 Develop career goals based on interests, aptitudes, and research	
CES.2.5	Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway.
CES.2.6	Continue the EDP process which includes an annual review with student and counselor and notification of parents.
CES.2.7	Include in the E/EDP a plan for continuing education, full-time paid employment, career training while working, and/or working while attending school full-time.
01.02.05 Demonstrate positive work behaviors and personal qualities to evidence qualities typically required	
CES.2.3	Analyze information and preferences resulting from work-based opportunities such as job shadowing, mentorships, work experiences, apprenticeships, and/or occupational coursework.
01.02.06 Compare career fields to develop a personal perspective	
CES.10.4	Accurately complete records/documents to support job applications (inquiry letters, resume, references, evaluations, follow-up letters).
CES.10.5	Use a portfolio, resume, record of attendance, certificates, and/or transcript as self-marketing tools to demonstrate interest and competence.
CES.10.6	Apply career and labor market information to seek and obtain employment and/or pursue educational goals.
01.02.07 Review/revise/plan goals on annual basis	
CES.10.1	Continue the EDP process which includes an annual review with student and counselor and notification of parents.
CES.10.9	Identify avenues for conducting a job search, (e.g. networking, employment agencies, internet, Michigan Works!, etc.).
01.02.08 Manage personal and career goals	
01.02.09 Describe factors that contribute to job satisfaction and success	
01.02.10 Develop a resume	
CES.10.4	Accurately complete records/documents to support job applications (inquiry letters, resume, references, evaluations, follow-up letters).
CES.10.5	Use a portfolio, resume, record of attendance, certificates, and/or transcript as self-marketing tools to demonstrate interest and competence.

ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
01.02.11 Complete job application process	
CES.10.4	Accurately complete records/documents to support job applications (inquiry letters, resume, references, evaluations, follow-up letters).
CES.10.5	Use a portfolio, resume, record of attendance, certificates, and/or transcript as self-marketing tools to demonstrate interest and competence.
01.02.12 Demonstrate interviewing skills	
CES.5.9	Use appropriate personal expression and relate to school and work settings.
CES.10.3	Show ability to market oneself by preparing for and completing an interview process.
01.02.13 Demonstrate knowledge and skills required to seek, apply, and accept employment	
01.02.14 Research positive work behaviors and personal qualities to fulfill professional demands	
01.02.15 Apply career and labor market information to seek and obtain employment and/or pursue educational goals	
CES.10.6	Apply career and labor market information to seek and obtain employment and/or pursue educational goals.
01.02.16 Research availability of educational programs, financial requirements, and resources and complete an application process	
CES.10.6	Apply career and labor market information to seek and obtain employment and/or pursue educational goals.
CES.10.7	Research availability of educational programs, financial requirements, and resources and complete an application process as appropriate for career goals.
01.03 Participate in work-based learning experiences	
01.03.01 Use technology appropriate for the job	
CES.9.7	Demonstrate the use of equipment and machines to solve practical or work-based problems.
CES.9.8	Demonstrate effective use of a variety of on-line technological resources.
CES.9.10	Use technologies as tools for communication of technical or work-related information.
CES.9.11	Use technology effectively in solving problems in an area of career interest.
01.03.02 Demonstrate positive work behaviors	
CES.5.1	Demonstrate regular attendance, promptness, and staying with a school/work task until satisfactory completion.
CES.5.2	Complete assignments with minimum supervision and meet school/work deadlines.
CES.5.3	Use mistakes as learning opportunities, demonstrate persistence and adaptability to change.
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.
01.03.03 Demonstrate positive interpersonal behaviors	
CES.5.9	Use appropriate personal expression and relate to school and work settings.
CES.7.1	Exhibit teamwork skills in a work or classroom setting including trust and loyalty to group, and demonstrating connectedness to group members, values, and culture.
01.03.04 Demonstrate safe and healthy work behaviors	

CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
01.03.05	Adapt to changes in the workplace
CES.5.3	Use mistakes as learning opportunities, demonstrate persistence and adaptability to change.
01.04 Demonstrate oral and written communication skills	
01.04.01	Conduct formal/informal research to collect appropriate topical information
CES.3.1	Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.
CES.3.2	Analyze and synthesize information and data from multiple sources.
01.04.02	Interpret oral and nonverbal communications of audience
CES.3.6	Practice and demonstrate presentation skills using a variety of media and interpretive data.
CES.5.19	Demonstrate customer service skills in an appropriate setting by listening, suggesting solutions, and communicating the issues at hand.
01.04.03	Demonstrate active listening during communications
CES.7.6	Demonstrate leadership by listening to others and asking appropriate questions to clarify a problem or issue.
01.04.04	Prepare and deliver presentations incorporating both appropriate verbal and nonverbal communication techniques
CES.3.1	Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.
CES.3.6	Practice and demonstrate presentation skills using a variety of media and interpretive data.
01.04.05	Communicate using equitable and culturally sensitive language for a diverse audience
CES.7.11	Show sensitivity to others' thoughts and opinions and relate them to the resolution process.
CES.7.12	Understand and respect the concerns of members of cultural, gender, age, and ability groups.
CES.7.13	Be respectful of a variety of differences of people in a work/school setting (e.g., customs, religion, beliefs, learning and work styles, and economic status).
01.04.06	Using appropriate technology, prepare draft document using established rules for grammar, spelling and sentence construction
CES.1.8	Apply technology to workplace or career situations. Include research and a written paper.
CES.3.2	Analyze and synthesize information and data from multiple sources.
01.04.07	Write business communication using appropriate format for the situation
CES.1.6	Use correct grammar to communicate verbally.
01.04.08	Utilize multiple technologies for written and presentation communications
CES.3.6	Practice and demonstrate presentation skills using a variety of media and interpretive data.
01.04.09	Synthesize and summarize information from reading material, articulating its major points and proposals
CES.3.2	Analyze and synthesize information and data from multiple sources.
01.04.10	Comprehend and use reading strategies to learn meaning, technical concepts, vocabulary, and follow instructions
CES.1.1	Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.
01.04.11	Document the source and proper reference for written information (NCG II 2.3)
01.04.12	Determine and use reading strategy (skimming, reading for detail, reading for meaning, and critical analysis) to determine purpose of text
01.04.13	Analyze information; read to learn meaning, technical concepts, vocabulary, and follow directions

01.04.14 Interpret, transcribe and communicate information, data, and observations to apply information learned from reading to actual practice

01.04.15 Analyze and present information in a variety of formats, such as tables, lists, and figures

01.05 Apply entrepreneurial skills

01.05.01 Evaluate the role of small business on local, state, national, and international economies

CES.2.2 Explain the advantages and disadvantages of working for self and working for others, and being an employee of a large or small organization.

01.05.02 List the factors, including personal traits which contribute to the success of small business

CES.3.5 Develop a plan to market a new product, service, or concept which includes identification of customers, a graphic presentation, production requirements, and costs.

CES.5.14 View accomplishments or failures of self and others accurately and in a positive manner.

01.05.03 Analyze the components of a successful business including planning and decision making, employee and equipment needs, and budgeting concerns

CES.3.5 Develop a plan to market a new product, service, or concept which includes identification of customers, a graphic presentation, production requirements, and costs.

CES.6.6 Understand compensation practices and financial management and explain how financial resources can be used effectively and efficiently.

CES.9.2 Demonstrate an understanding of business systems (e.g., develop a business plan or a customer service policy).

CES.9.3 Compare management systems (e.g., military, total quality) and consider how employees function and adapt to change within them.

01.05.04 Analyze the relationship of customer service and customer satisfaction on the success of a business

CES.3.5 Develop a plan to market a new product, service, or concept which includes identification of customers, a graphic presentation, production requirements, and costs.

CES.5.17 Provide for customer needs and expectations in a helpful and courteous manner.

01.05.05 Understand the need for life-long learning in a rapidly changing job market

CES.5.12 Demonstrate appropriate behaviors necessary to maintaining employment.

CES.10.8 Understand the need for lifelong learning in a rapidly changing job market.

01.06 Demonstrate teamwork and leadership skills

01.06.01 Determine characteristics and management styles of effective leaders

CES.7.6 Demonstrate leadership by listening to others and asking appropriate questions to clarify a problem or issue.

CES.7.15 Demonstrate leadership ability in a work or school setting or on projects.

01.06.02 Describe how cultural/ethnic difference affect leadership styles and interpersonal interactions/communications within a group

CES.7.13 Be respectful of a variety of differences of people in a work/school setting (e.g., customs, religion, beliefs, learning and work styles, and economic status).

01.06.03 Determine the roles and responsibilities that leaders and members bring to an organization

CES.7.6 Demonstrate leadership by listening to others and asking appropriate questions to clarify a problem or issue.

CES.7.16 Recognize and take advantage of leadership opportunities that give direction to other team members, or that encourage other members to complete tasks.

01.06.04 Evaluate characteristics of effective teams and effective team leaders

CES.5.13 Demonstrate positive personal qualities as a group leader.

CES.7.3 Demonstrate understanding of how effective teams operate within organizational and diverse settings.

01.06.05 Demonstrate team work

CES.7.1	Exhibit teamwork skills in a work or classroom setting including trust and loyalty to group, and demonstrating connectedness to group members, values, and culture.
01.06.06 Practice effective meeting management	
CES.6.13	Organize and communicate with members of a team using varied methods of communication.
01.06.07 Practice decision-making process	
CES.6.3	Prioritize tasks and revise schedules as needed.
CES.6.9	Acquire resources in a timely fashion and take responsibility for their care.
CES.7.10	Participate in the implementation of a group's decision and evaluate the results.
01.06.08 Work toward consensus by exchanging resources and resolving divergent interests	
CES.7.9	Compromise and/or build consensus within a group and summarize the decision of the group while maintaining respect for minority viewpoints.
01.06.09 Assume leadership roles in team settings by communicating thoughts and ideas to justify a position, motivating others and delegating tasks	
CES.5.13	Demonstrate positive personal qualities as a group leader.
CES.7.16	Recognize and take advantage of leadership opportunities that give direction to other team members, or that encourage other members to complete tasks.
01.06.10 View accomplishments or failures of self and others accurately and in a positive manner	
CES.5.14	View accomplishments or failures of self and others accurately and in a positive manner.
01.07 Demonstrate technological literacy and computation, data analysis skills for productivity in the workplace	
01.07.01 Select and use appropriate technology to organize, send and receive information	
01.07.02 Analyze the impact of technological changes on tasks, people, and society	
CES.9.6	Describe how changes in technology have impacted business and industry, identify current trends, and recommend how a technical system might be improved.
01.07.03 Apply computation skills and data analysis techniques to make decisions and solve workplace problems	
01.07.04 Select and use appropriate computation techniques to solve problems and determine reasonableness of results	
CES.1.4	Approach practical and workplace problems using a variety of mathematical techniques (e.g. figuring discounts or calculating perimeter and area). Problems include making conversions between the metric system and non-English systems of measurement, mixed units (such as hours and minutes), and can require several steps to finding a solution.
01.07.05 Construct projections and trends from raw data, charts, tables, and graphs that summarize data from workplace situations	
CES.3.1	Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.
01.07.06 Use technology to access, manage, integrate, and create information	
CES.9.10	Use technologies as tools for communication of technical or work-related information.
01.07.07 Understand the relationship of data and measurements to the problem	
CES.4.1	Apply a problem solving model to a classroom or workplace situation that involves setting goals, implementing a plan of action, and evaluating results.
CES.9.2	Demonstrate an understanding of business systems (e.g., develop a business plan or a customer service policy).
CES.9.11	Use technology effectively in solving problems in an area of career interest.
01.07.08 Demonstrate effective use of a variety of on-line technological resources	
01.08 Apply critical thinking skills to make decisions and solve workplace problems	
01.08.01 Develop a plan to solve complex problems by gathering, selecting, and analyzing data	

CES.3.1	Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.
CES.3.2	Analyze and synthesize information and data from multiple sources.
01.08.02	Identify and allocate available resources (e.g., time, money, material, facility, & human)
CES.6.8	Compile a list of materials and supplies needed in advance of an assignment.
CES.6.9	Acquire resources in a timely fashion and take responsibility for their care.
01.08.03	Demonstrate the ability to adapt new information to changing situations and requirements
CES.4.2	Identify typical problems that occur in a workplace situation and use a problem solving model to devise solutions, compare alternatives to past solutions, and predict their success.
01.08.04	Combine ideas or information in new ways, make connections, reshape goals in ways that reveal new possibilities to solve problems
CES.9.1	Identify trends and how they affect changes within a system.
CES.9.3	Compare management systems (e.g., military, total quality) and consider how employees function and adapt to change within them.
01.08.05	Develop an inventory record-keeping system to maintain dates and information in a systematic fashion
CES.6.8	Compile a list of materials and supplies needed in advance of an assignment.
01.09 Illustrate how social, organizational, and technological systems function	
01.09.01	Draft and interpret an organizational chart
CES.3.1	Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.
CES.9.2	Demonstrate an understanding of business systems (e.g., develop a business plan or a customer service policy).
01.09.02	Evaluate the quality and performance of workplace systems, distinguish trends, and recommend improvements and modifications to an existing system to improve products or services
CES.9.1	Identify trends and how they affect changes within a system.
CES.9.2	Demonstrate an understanding of business systems (e.g., develop a business plan or a customer service policy).
01.09.03	Understand how changing a component of a system impacts the whole system
CES.9.5	Diagnose and make necessary corrections or improvements to a technical system in a business, industry, or simulated workplace setting.
CES.9.6	Describe how changes in technology have impacted business and industry, identify current trends, and recommend how a technical system might be improved.
01.10 Maintain safe and healthful working conditions and environment	
01.10.01	Work in accordance with employee rights and responsibilities and employer obligations concerning occupational safety and health
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
CES.5.11	Describe employer-employee rights and responsibilities.
01.10.02	Assess types and sources of workplace hazards
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
01.10.03	Follow procedures for hazards in the workplace/school
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
01.10.04	Practice environmental conservation and safety
CES.5.10	Demonstrate ethical behavior in school, work, and community situations.
CES.9.11	Use technology effectively in solving problems in an area of career interest.
01.10.05	Adhere to policies and regulations for health and safety
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.

CES.5.10	Demonstrate ethical behavior in school, work, and community situations.
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.

ACADEMIC FOUNDATIONS

02.01 Complete senior project/presentation

02.01.01 Read and take notes from selected resources	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
02.01.02 Prepare outline that emphasizes major points with supporting data	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
02.01.03 Present information in an organized, and easy to follow manner	
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
02.01.04 Use parenthetical, footnotes, and endnotes text citations accurately	
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
02.01.05 Follow plagiarism and copyright rules and regulations	
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
02.01.06 Organize and arrange information for effective coherence	
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
02.01.07 Report relevant information in order of occurrence	
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
02.01.08 Present main ideas and supporting facts	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
02.01.09 Use correct grammar and sentence structure	
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.

ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
02.01.10 Use correct spelling	
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
02.01.11 Use correct punctuation and capitalization	
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
02.01.12 Use computer skills to design and develop written and supporting material	
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
02.01.13 Develop and deliver formal and informal presentations using appropriate media to engage and inform audience	
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
02.01.14 Develop and interpret tables, charts, and figures to support written and oral communication	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
02.02 Demonstrate effective communication skills	
02.02.01 Determine and use reading strategy (skimming, reading for detail, reading for meaning, and critical analysis) to determine purpose of text	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
02.02.02 Analyze information, read to learn meaning, technical concepts, vocabulary, and follow directions	

ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
02.02.03 Interpret, transcribe, and communicate information, data, and observations to apply information learned from reading to actual practice	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
02.02.04 Analyze information presented in a variety of formats, such as tables, lists, and figures	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
02.02.05 Pronounce words correctly using standard English	
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
02.02.06 Ask questions appropriately	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
02.02.07 Follow multiple step verbal directions	
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.

ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
02.02.08 Give verbal directions	
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
02.02.09 Demonstrate appropriate nonverbal skills	
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
02.02.10 Demonstrate group discussion skills	
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
02.02.11 Assess the importance of effective oral and written communication skills	
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
02.02.12 Comprehend implied meanings of written, oral, and visual communications	
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
02.02.13 Demonstrate an acceptance of reading as a source of learning	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
02.02.14 Use resource materials to gain knowledge and improve comprehension skills (e.g., thesaurus, dictionary)	
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
02.02.15 Print and write legibly	
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
02.02.16 Organize thoughts and ideas in an understandable format	
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
02.02.17 Construct sentences using correct punctuation and grammar	
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
02.02.18 Construct paragraphs using correct sentence structure	
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
02.03 Use mathematics to solve problems	
02.03.01 Compute basic math concepts (addition, subtraction, multiplication, division, fractions, and percentages)	
02.03.02 Read and understand diagrams, charts, graphs, and tables	
02.03.03 Measure using the U.S. measuring system	
02.03.04 Measure using the metric measuring system	
02.03.05 Use calculators to solve problems	
02.03.06 Use formulas to solve problems	
02.04 Personal Budgeting	

- 02.04.01 Figure a monthly income
- 02.04.02 Determine monthly expenses
- 02.04.03 Record revenues and expenses incurred
- 02.04.04 Establish estimate for monthly expenses
- 02.04.05 Track actual expenses
- 02.04.06 Develop an actual personal budget

02.05 Applied and forensic science

- 02.05.01 Apply basic knowledge to natural sciences
- 02.05.02 Identify the implications of technology on society
- 02.05.03 Participate in forensic lab exercises
- 02.05.04 Identify and compare tool marks
- 02.05.05 Identify and compare firearm ballistics
- 02.05.06 Identify and compare DNA samples

HEALTH & SAFETY

03.01 Participate in personal health, wellness, and safety

- 03.01.01 Identify components of a healthy lifestyle
- 03.01.02 Describe the nature of stress
- 03.01.03 Identify means of controlling stress
- 03.01.04 Identify signs and symptoms of substance abuse
- 03.01.05 Demonstrate self-help drug program awareness
- 03.01.06 Identify a poor diet
- 03.01.07 Design a nutritious diet
- 03.01.08 Participate in a physical fitness program
- 03.01.09 Participate in the Police Academy Entrance Physical Agility Test

03.02 First aid/CPR

- 03.02.01 Explain first aid provider responsibility
- 03.02.02 Demonstrate adult Cardiopulmonary Resuscitation
- 03.02.03 Demonstrate child Cardiopulmonary Resuscitation
- 03.02.04 Demonstrate infant Cardiopulmonary Resuscitation
- 03.02.05 Demonstrate external bleeding control methods
- 03.02.06 Demonstrate wound treatment
- 03.02.07 Demonstrate the procedures used to check victim's vital signs
- 03.02.08 Demonstrate shock victim's treatment
- 03.02.09 Explain and demonstrate burn treatment
- 03.02.10 Explain poisonous bites and sting treatment
- 03.02.11 Explain eye and nose injury treatment
- 03.02.12 Explain treatment for diabetic emergencies
- 03.02.13 Explain treatment for a seizure patient
- 03.02.14 Explain temperature extremes illness treatment
- 03.02.15 Demonstrate fracture and dislocation immobilization
- 03.02.16 Explain victim extrication procedures from hazardous environments
- 03.02.17 Demonstrate the procedures for assisting a choking victim
- 03.02.18 Demonstrate rescue breathing techniques

CONFLICT RESOLUTION

04.01 Use effective problem solving strategies

- 04.01.01 Use problem solving strategies
 - 04.01.02 Apply decision making skills
- | | |
|----------------|---|
| CES.2.5 | Apply a decision-making model and use career assessment information regarding interests and abilities to choose a career pathway. |
| CES.7.10 | Participate in the implementation of a group's decision and evaluate the results. |
| ELA.2.CE 2.3.1 | Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies. |
| TEC.III.3 | Evaluate decisions using technology. |

04.01.03 Relate new information to previous knowledge	
04.01.04 Assess information and draw appropriate conclusions	
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
04.01.05 Determine the significance and accuracy of information	
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
04.01.06 Use resources beyond the classroom (e.g., library)	
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
04.01.07 Select and utilize appropriate study materials	
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
04.01.08 Use appropriate test taking techniques	
04.02 Handle mental disorders	
04.02.01 List general characteristics of psychosis or abnormal behavior	
04.02.02 Be able to identify the necessary steps for obtaining an involuntary commitment order	
04.02.03 Be able to identify and evaluate a potential suicidal individual	
04.02.04 Differentiate between a subject who is dangerous to their self and those not dangerous	
04.02.05 Have knowledge of the appropriate methods for invention	
04.03 Understand domestic relations	
04.03.01 Identify the components of the Michigan Spousal Abuse Law	
04.03.02 Cite examples of domestic violence	
04.03.03 Cite state procedure used to deal with domestic violence	
04.03.04 Describe cause and effect of domestic violence	
04.03.05 Demonstrate negotiation and mediation techniques	
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
04.03.06 Identify victim assistance programs	
04.03.07 Identify local social services agencies	
04.04 Manage crisis situations	
04.04.01 Manage crisis negotiations to promote the safety of individuals and the public	

ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
04.04.02	Complete pre-event planning to respond to crisis situations
04.04.03	Plan for crisis situations to react to influences of militia/terrorist movement
04.04.04	Plan for appropriate crisis management to protect individual and societal rights
04.04.05	Identify crisis situations caused by different variable to assist individuals with threatening problems
04.05 Use behavior management to resolve conflict	
04.05.01	Use visual and vocal cues to comprehend information received from body language, eye movement, voice tone, and voice inflection
04.05.02	Identify the basic origins of conflict and the needs that motivate behavior
04.05.03	Discuss the different responses to conflict to understand the results they normally generate
04.05.04	Identify the principle-centered conflict resolution processes to recognize conditions under which they can be used
04.05.05	Discuss the principle-centered conflict resolution processes to recognize conditions under which they can be used
04.05.06	Use conflict and anger management procedures to take charge of problems
04.05.07	Role play to measure ability to deal with conflicts
04.06 Understand sexual harassment issues	
04.06.01	Define what sexual harassment is
04.06.02	Identify types of behavior in sexual harassment
04.06.03	Identify the impact of harassment
04.06.04	Victim's response to harassment
04.06.05	Impact on a workplace
04.06.06	Responses to harassment

CRIMINAL JUSTICE SYSTEM

05.01 The United States Criminal Justice System

05.01.01	Review the four components of the Criminal Justice system
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
05.01.02	Discuss the interdependent relationship of the Criminal Justice system components
05.01.03	Study the Criminal Justice system flowchart
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
05.01.04	Develop an understanding of the Criminal Justice system process
05.01.05	Track a case from its entrance in the Criminal Justice system through its final disposition
05.01.06	Study the role of Criminal Justice system personnel
05.02 The nature and types of laws	
05.02.01	Read material on the history of laws in the United States
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.02.02	Define the term "Common Law"

ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
05.02.03 Define the term "Case Law/Precedent Law"	
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
05.02.04 Define the term "Statutory Law"	
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
05.02.05 Define the term "Criminal Law"	
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
05.02.06 Define the term "Civil Law"	
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
05.02.07 Review the U.S. Constitution and its Amendments	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
05.02.08 Discuss the purpose of the "Bill of Rights"	
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
05.03 The structure of the United States Government	
05.03.01 List and discuss the functions and responsibilities of the executive, judicial, and legislative branches of government	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.03.02 Discuss the relationship between the three branches of government and the criminal justice system	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.04 General law enforcement history and information	
05.04.01 Study the history of law enforcement in England and the United States	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.04.02 Study the role of county and local law enforcement agencies	
05.04.03 Define the term "Police Officer" (Peace Officer)	
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
05.04.04 List the duties of a police officer	
05.04.05 List the objectives of a police officer patrol	
05.04.06 Study the role of Federal law enforcement agencies	

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.04.07 Study the role of State law enforcement agencies	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.05 Conduct legal research	
05.05.01 Identify and research a legal issue	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.05.02 Use fact and issue analysis	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
05.05.03 Identify and write a will	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
05.05.04 Write a court brief (criminal or civil)	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
05.05.05 Research a court case	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
05.05.06 Write a warrant	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
05.05.07 Write a paper on a legal issue	
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
05.06 Criminal law and procedures	
05.06.01 Use the Michigan Penal Code	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
05.06.02 Explain the exclusionary rule	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
05.06.03 Describe basic juvenile law concepts	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.06.04 Describe basic evidence rules	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

05.06.05 Use and understand legal terminology		
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.	
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).	
05.06.06 Demonstrate knowledge of the three essential ingredients of an arrest		
05.06.07 Identify what an affidavit is and its need		
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	
05.06.08 Describe the rules of evidence		
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	
05.06.09 Identify what "the burden of proof" is in a criminal trial		
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	
05.06.10 Describe the types of evidence in a criminal trial		
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	
05.06.11 Attend a real criminal trial		
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.	
05.06.12 Study the Michigan Criminal Laws and Police Procedures textbooks		
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	
05.06.13 Develop an understanding of Michigan Criminal Status		
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.	
05.06.14 What are the psychological effects of drug use		
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	
05.06.15 What are the physical consequences of drug use		
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	
05.06.16 Name drugs which are classified legal for sale		
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	
05.06.17 Name drugs which are illegal to possess or sell		
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.	
05.06.18 Name the classification of drugs		

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.06.19	Name some of the real world problems associated with drug usage
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.06.20	What are the health factors in drug use
05.06.21	Identify Michigan laws covering illegal drugs
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.06.22	Use alcohol/beverage laws and procedures to control illegal beverage sales and consumption
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.06.23	Demonstrate knowledge and understanding of alcohol and beverage control laws as applied to specific circumstances
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
05.06.24	Collaborate with local and state agencies to control alcohol beverage violations
05.07 Police corruption and brutality	
05.07.01	Study course materials relative to corruption in law enforcements
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
05.07.02	Study course materials relative to brutality by police officers
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
05.07.03	Role play skits relative to brutality and corruption
05.07.04	Discuss current events and media coverage of brutality and corruption
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
05.08 Types and classifications of crimes	
05.08.01	Define and discuss "Index Crimes"
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
05.08.02	Define the term "felony"
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
05.08.03	Define the term "misdemeanor"
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
05.08.04	Define the term "tort"
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
05.08.05	Define the term "mala in se"
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

05.08.06	Define the term "malum prohibitum"
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
05.08.07	Define the term "status offenses"
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
05.08.08	Define the term "mens rea"
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
05.08.09	Define the term "actus reus"
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).

CRIMINAL INVESTIGATIONS

06.01 Criminal Investigations

06.01.01	Describe the evolution of criminal investigation and criminalistics
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.01.02	Conduct preliminary investigation
06.01.03	Identify investigatory procedures
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.01.04	Identify criminology principles
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.01.05	Identify crime scene and associated procedures
06.01.06	Identify proper procedures in physical evidence collection
06.01.07	Describe the rules of the crime scene investigator
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.01.08	Define injury and death investigations
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.01.09	Follow the proper chain of evidence
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.01.10	Describe the need for follow up investigation
06.01.11	Recognize the importance of interviews, accurate field notes and report writing
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

06.02 Motor vehicle crash investigation

06.02.01	Complete a Michigan Traffic Crash report
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
06.02.02	Define the chain of events

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.02.03 Identify traffic violations which are a major factor in traffic crashes	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.02.04 Discuss weather condition effects	
06.02.05 Identify vehicle dynamics	
06.02.06 Discuss roadway and engineering effects	
06.02.07 Write out a citation for the offense	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
06.02.08 Complete a speed survey	
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
06.03 Computer crimes	
06.03.01 Describe the difference between computer abuse and computer crime	
06.03.02 Define the activity of hacking or cracking	
06.03.03 What is cyber-stalking	
06.03.04 Describe the typical hacker on the basis of seven different factors	
06.03.05 Describe what digital forensic analysis is	
06.03.06 Identify and describe the four major methodologies for protecting information on a computer	
06.03.07 Discuss what a computer manipulation crime is	
06.03.08 Describe what cloning is	
06.03.09 Discuss what computer tumbling is	
06.03.10 Identify and describe how a virus works	
06.04 The nature and causes of crime	
06.04.01 Research the causes of crime by reviewing information on criminology	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.02 Review the Classical School of Criminology theories of Cesare Beccaria	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.03 Review the Positivist School of Criminology theories of Cesare Lombroso	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.04 Review the issue of mental illness and crime	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.05 Review the issue of environment and crime	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.06 Review the issue of poverty and crime	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

06.04.07	Review the issue of unemployment and crime
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.08	Review the issue of peer pressure and crime
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.09	Review the issue of drug/alcohol abuse and crime
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.10	Define the concept of Differential Association
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.11	Define the concept of Frustration Aggression hypothesis
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.12	Define the concept of Labeling theory
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.13	View video materials on the cause of crime
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.04.14	Define and discuss the terms Anomie, De-individualization, Dehumanization
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
06.05 Crime scene processing	
06.05.01	Identify crime scene evidence
06.05.02	Plan search strategy
06.05.03	Diagram a crime scene
06.05.04	Process bomb threats
06.05.05	Photograph crime scene
06.05.06	Chain of evidence
06.05.07	Use measurements for evidence location
06.05.08	Show knowledge of search warrants as they apply
06.05.09	Discuss the importance of the crime laboratory and its impact on investigations
06.06 Crime scene photography	
06.06.01	Identify types of cameras used in police work
06.06.02	Have familiarity with cameras
06.06.03	Correct documentation of crime scene via photos
06.06.04	Identify chain of evidence procedures
06.07 Criminal profiling	
06.07.01	Identify and prepare an identify of an offender's demographic characteristics
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
06.07.02	Identify and prepare an identify of an offender's personality characteristics
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.03	Name the five factors of investigative psychology

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.04 Name the four step process for behavioral evidence analysis	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.05 What are the six stages of organized/disorganized offender model	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.06 Name the eight steps used in geographic profiling	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.07 Survey evidence to locate clues which are helpful	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.08 Comprehensive analysis of the victim	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.09 Describe signature behavior	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.10 Identify modus operandi patterns	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.11 Develop a profile of a suspect	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.12 Discuss offender fantasy behavior and motivation	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.07.13 In geographic profiling name the four types of predatory criminals and how they acquire their victims	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
06.08 Child abuse and neglect	
06.08.01 Compare the treatment of children as it relates to child abuse and neglect	
06.08.02 Perform the duties of a law enforcement officer in cases related to child abuse and/or neglect cases	
06.08.03 Perform the duties of a law enforcement officer in cases related to sexual abuse	
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
06.08.04 Identify burn injuries and child abuse	
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
06.08.05 Describe child molestation	

ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
06.08.06 Identify Sudden Infant Death Syndrome	
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
06.08.07 Describe how to interview a molested child	
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

06.09 Interviewing and interrogation

06.09.01 Study the proper techniques of interviewing and interrogation	
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
06.09.02 Conduct interviews and interrogations	
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).

PATROL OPERATIONS

07.01 Arrest and search procedures

07.01.01 Describe laws of arrest and its elements	
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
07.01.02 Describe issues of authority, intent, force, custody, submission, and control	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.01.03 Describe need for probable cause to arrest	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.01.04 Discuss issues of officer safety and subject protection once arrested	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.01.05 Describe constitutional responsibilities of police to prisoners	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.01.06 Describe Terry v Ohio case	

ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.01.07 Demonstrate frisk vs. search; articulate difference	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.01.08 Demonstrate where contraband is hidden	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.01.09 Explain why to handcuff before searching	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.02 Handcuffing and subject control	
07.02.01 Demonstrate knowledge of the use and function of handcuffing	
07.02.02 Demonstrate proper suspect control techniques during handcuffing	
07.02.03 Demonstrate the proper armbar techniques during handcuffing	
07.02.04 Demonstrate one person handcuffing techniques	
07.02.05 Demonstrate two person handcuffing techniques	
07.02.06 Demonstrate handcuffing techniques for sitting, standing, and prone	
07.02.07 Demonstrate handcuffing techniques to secure a suspect's arms	
07.03 Building searches	
07.03.01 Study handouts on building searches	
07.03.02 Perform one officer one suspect building searches	
07.03.03 Perform two officer multiple suspects building searches	
07.03.04 Perform one officer multiple suspects building searches	
07.03.05 Demonstrate proper officer safety techniques	
07.04 Use of deadly force/force continuum	
07.04.01 Demonstrate an understanding of the proper use of deadly force	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.04.02 List examples of situations where deadly force is warranted	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.04.03 Describe the use of force continuum	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
07.05 Vehicle stops	
07.05.01 Know the legalities of a vehicle stop	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.05.02 Understand the choice of stop location	

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.05.03	Patrol vehicle positioning
07.05.04	Demonstrate officer safety from the motoring public
07.05.05	Demonstrate officer safety on approach of stopped vehicle
07.05.06	Demonstrate officer's return to patrol unit
07.05.07	Students will make mock stops
07.06 Pressure point control techniques	
07.06.01	Study course material on the legally involved pressure point techniques
07.06.02	Perform various pressure point control techniques
07.07 The laws and mechanics of arrest	
07.07.01	Study course materials regarding the laws of arrest of the MCL textbook
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.07.02	Study the mechanics of arrests handout
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.07.03	Perform a frisk or pat down search
07.07.04	Execute an arrest
07.07.05	Conduct a field search
07.08 Baton training	
07.08.01	Develop an understanding of baton defense for police officers
07.08.02	View video instructional materials on baton training
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.08.03	Perform various baton strikes and blocks
07.08.04	Study laws governing police baton use
07.09 Patrol techniques	
07.09.01	Identify types of patrol
07.09.02	Discuss limitations of foot patrol
07.09.03	Discuss limitations of mobile patrol
07.09.04	Discuss the purpose of police patrols
07.09.05	Discuss the advantages and disadvantages of each type of patrol
07.10 Crime prevention	
07.10.01	Discuss the traditional approach
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.10.02	Discuss the proactive approach to prevention
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.10.03	Describe future as being prevention and education
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.10.04	Describe police/school liaison programs
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.10.05	Develop a community model to prevent crime

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.11 Police community relations and ethics	
07.11.01 Read course materials relative to police community relations and ethics	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
07.11.02 Study the "Law Enforcement Code of Ethics"	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
07.11.03 Review examples of police department policies, procedures, and general orders	
07.11.04 Develop student police behavioral guidelines	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
07.12 Map reading	
07.12.01 Develop an understanding of charting locations on various maps	
07.12.02 Locate locations on various maps using areas and tabs	
07.13 Public relations	
07.13.01 Identify public relations activities	
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
07.13.02 Conduct a safety program	
07.13.03 Prepare selected community service program speech	
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
07.13.04 Serve in the community as a volunteer	
07.13.05 Describe the ethical standards of your profession	
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
07.14 Field note taking/report writing	
07.14.01 Observe expressions and gestures to interpret verbal and nonverbal communications	
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
07.14.02 Use clear, concise, and legible entries from police incidents to prepare required data and submit an appropriate report	
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
07.14.03 Interpret voice quality and delivery to interpret verbal communications	
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
07.14.04 Identify the three types of reports (initial, continuation, and supplemental)	
07.14.05 Identify the purposes for the use of an officer's field notes	

07.14.06 Spelling of common words used in police reports

ELA.4.CE 4.1.5 Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.

CORRECTIONS

08.01 Corrections

08.01.01 Discuss major areas including the history and development, community based corrections, local, state, and federal institutions, and institutional administration

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

08.01.02 Explore correctional treatment of female, male, and juvenile offenders

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

08.01.03 Assess and understand historical and contemporary correctional philosophies and processes

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

08.01.04 Demonstrate an understanding between probation and parole

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

08.01.05 Demonstrate a comprehensive understanding of correctional legal responsibilities

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

08.01.06 Demonstrate an understanding of community based corrections

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

08.01.07 Analyze and demonstrate an understanding of the various types of persons that make up correctional institutions

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

08.01.08 List the steps an offender takes thorough the prison system

ELA.2.CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

08.01.09 Evaluate offender classification systems

ELA.2.CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

08.01.10 Define the term "Corrections Officer"

ELA.2.CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

08.01.11 List the duties of a Corrections Officer

ELA.2.CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

08.01.12 Demonstrate an awareness of a Corrections Officer's legal authority

ELA.2.CE 2.3.1 Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

